

## CHAPTER 6

## Writing Arguments

## 6a What is a written argument?

When you write an **argument**, you attempt to convince a reader to agree with you on a topic open to debate. You support your position, proposal, or interpretation with evidence, reasons, and examples—factual, logical data, not opinions. Some people use the terms *argument writing* and *persuasive writing* interchangeably. When people distinguish between them, *persuasive writing* is the broader term. It includes advertisements, letters to editors, emotionally charged speeches and writing, and formal written arguments. This chapter focuses on the kind of formal written argument usually assigned in college courses.

Written arguments are completely different from the arguing people do in everyday life. Verbal arguments often originate in anger and involve bursts of temper or unpleasant emotional confrontations. Written argument, in contrast, is constructive, setting forth a debatable position calmly and respectfully. The passion that underlies a writer's position comes not from angry words but from the force of a balanced, well-developed, clearly written presentation.

In this chapter, you'll examine three approaches to writing about argument: the classical pattern, the Toulmin model, and the Rogerian approach. In addition, you'll find information about how to analyze and refute opposing arguments. As you read this chapter, keep your eye on what you've read in Chapters 1 through 5 of this handbook. If you take a few minutes to review those chapters, you'll have a richer context for understanding this chapter.

## 6b How do I choose a topic and develop a claim for an argument?

When you choose a topic for written argument, be sure that it's open to debate. Don't confuse matters of information (facts) with matters of debate. An essay becomes an argument when it makes a claim—that is, *takes a position*—about a debatable topic. An effective way to develop a position is to ask two (or more) opposing questions about a topic, each of which takes a position that differs from, or entirely opposes, the other(s).

<b>FACT</b>	Students at Calhoun College must study a foreign language.
<b>DEBATABLE</b>	Should Calhoun College require students to study a foreign language?
<b>ONE SIDE</b>	Calhoun College should not require students to study a foreign language.

**OTHER SIDE** Calhoun College should require students to study a foreign language.

For your essay, you select only one side of a debatable question to defend, always keeping the opposing side(s) in mind. The bulk of your essay systematically presents and discusses the position you're defending, but some space remains for you to state and counter the opposing viewpoint. If multiple alternative viewpoints exist, choose the major opposing one, unless otherwise directed by your instructor. If you neglect to mention opposing views, your readers could justifiably assume you're not well informed, fair-minded, or disciplined as a thinker.

Instructors sometimes assign students the argument topic and the position to take about it. In such cases, you need to fulfill the assignment even if you disagree with the point of view. Readers expect you to reason logically about the assigned position.

If you choose your own topic and position, think of one that has sufficient substance for college writing. Readers expect you to take an intelligent, defensible position on your chosen topic and to support it reasonably and convincingly. For example, "book censorship in public libraries" is worthy of a college-level essay; "the best way to eat apples" is not.

## 6c How do I develop an assertion and a thesis statement for my argument?

An **assertion** is a statement that expresses a point of view on a debatable topic. It can be supported by evidence, reasons, and examples (including facts, statistics, names, experiences, and experts). The exact wording of the assertion rarely finds its way into the essay, but the assertion serves as a focus for your thinking. Later, it serves as the basis for developing your thesis statement.

**TOPIC** Wild animals as domestic pets

**ASSERTION** People should not be allowed to own wild animals.

**ASSERTION** People should be allowed to own wild animals.

## 6d How does source-based writing work for arguments?

**Source-based writing**, also called *research writing*, means that writers conduct research about a topic and draw on their findings to support their position. If your instructor assigns such writing, use the library and the Internet to research your topic so that your essay has additional depth. Chapters 30 through 35 in this handbook guide you in writing research and avoiding plagiarism.

Lacie Juris, the student who wrote the argument essay that appears in section 6l, was permitted to choose her own topic for her essay assignment. Juris

was thinking about a career as a zookeeper, which led her to become interested in issues concerning wild animals. In her career research, especially when she looked for the latest information on the Web, she discovered a major controversy: the problem of private ownership of wild animals. Her curiosity aroused, Juris read a number of sources and discovered a topic appropriate for her assignment. She worked on developing a position about that topic and then extended it into the thesis statement for her essay. Here's how Juris progressed from the topic to the first draft of her thesis statement and then its final draft.

<b>TOPIC</b>	Private ownership of wild animals
<b>MY POSITION</b>	I think private ownership of wild animals should not be allowed.
<b>THESIS STATEMENT (FIRST DRAFT)</b>	It is bad for private citizens to own wild animals as pets. [This is a preliminary thesis statement. It clearly states the writer's position, but the word <i>bad</i> is vague, and the writer doesn't address how to stop private ownership of wild animals.]
<b>THESIS STATEMENT (SECOND DRAFT)</b>	To eliminate what few people realize are increasingly dangerous situations for people and animals alike, ownership of wild animals as pets by ordinary people needs to be made completely illegal. [This revised thesis statement is better, but it suffers from lack of conciseness and from the unnecessary passive construction <i>needs to be made</i> .]
<b>THESIS STATEMENT (FINAL DRAFT)</b>	To eliminate dangerous situations for both people and animals, policymakers need to ban private ownership of wild animals as pets. [This final version works well because it states the writer's claim clearly and concisely, with verbs all in the active voice. The writer now has a thesis statement suitable for the time and length given in her assignment. Also, it meets the requirements for a thesis statement given in Box 2-5 in 2m.]

**EXERCISE 6-1** Working individually or with a peer-response group, develop an assertion and a thesis statement for each of the topics listed in the exercise. You may choose any defensible position. For help, consult 6a to 6d.

**EXAMPLE Topic:** Book censorship in high school

**Assertion:** Books should not be censored in high school.

**Thesis statement:** When books are taken off high school library shelves or are dropped from high school curricula, students are denied an open exchange of ideas.

1. Watching television many hours each day
2. The commercialization of holidays
3. Taking body-building supplements
4. Grading on a pass/fail system

### 6e What is the structure of a classical argument?

No single method is best for organizing all arguments, but a frequently used structure is the **classical argument**. The ancient Greeks and Romans developed this six-part structure, which is described in Box 6-1.

#### BOX 6-1 SUMMARY



#### The structure of a classical argument

1. **Introductory paragraph:** Sets the stage for the position argued in the essay. It gains the reader's interest and respect (4b). In some cases, it provides background information on a topic or a problem.
2. **Thesis statement:** States the topic and position you want to argue (2m).
3. **Evidence and reasons:** Supports the position you are arguing on the topic. This is the core of the essay. Each reason or piece of evidence usually consists of a general statement backed up with specific details, including examples and other RENNS (4f). Evidence needs to meet the standards for critical thinking and reasoning to be logical. Depending on the length of the essay, you might devote one or two paragraphs to each reason or type of evidence.
4. **Response to opposing position:** Sometimes referred to as the *rebuttal* or *refutation*. This material mentions and defends against an opposite point of view. Often this refutation, which can be lengthy or brief according to the overall length of the essay, appears in its own paragraph or paragraphs—usually immediately before the concluding paragraph or immediately following the introductory paragraph, as a bridge to the rest of the essay.
5. **Concluding paragraph:** Ends the essay logically and gracefully—never abruptly. It often summarizes the argument, elaborates its significance, or calls readers to action (4k).

### 6f What is the Toulmin model for argument?

One powerful method of analyzing arguments is the **Toulmin model**, developed by philosopher Stephen Toulmin. This model defines three essential elements in an effective argument: the claim, the support, and the warrants. They describe concepts that you've encountered before, as Box 6-2 explains.

Analyzed in Toulmin's terms, here's the argument in the student essay written by Lacie Juris, the final draft of which appears in section 6l.

- **Claim:** Policymakers need to ban private ownership of wild animals as pets.
- **Support:** (1) Wild animals are dangerous to humans. (2) Domestication is hazardous to the animals themselves.
- **Warrants:** (1) We should outlaw situations that are dangerous to people. (2) We should outlaw situations that are dangerous to animals.

The concept of *warrant* is similar to the concept of *inferences*, a key component of reading critically (5d). Inferences are not stated outright but are implied “between the lines” of the writing. Similarly, warrants are unspoken underlying assumptions in an argument.

**BOX 6-2 SUMMARY**



**The Toulmin model of argument**

**Toulmin’s Term    More Familiar Terms**

claim	the main point or central message, usually expressed in the thesis statement
support	data or other evidence, from broad reasons to specific details
warrants	underlying assumptions, usually not stated but clearly implied; readers infer assumptions

The concepts in the Toulmin model can help you write arguments with a critical eye. They can be quite useful on their own as well as applied to the CLASSICAL ARGUMENT structure (Box 6-1). As you read and revise your own arguments, identify the claim, support, and warrants. If you don’t have a clear claim or support, you will likely have to assume that your argument is weak. Furthermore, make sure that each of your warrants will be convincing to readers. If they aren’t, you need to provide backing, or reasons why the warrant is reasonable. For example, consider the following argument: “People should not receive a driver’s license until the age of 25 because the accident rate for younger drivers is much higher than for older ones.” One of the warrants here is that reducing the number of accidents should have highest priority. Obviously, many readers will not find that warrant convincing.

**EXERCISE 6-2** Individually or with a peer-response group, discuss these simple arguments. Identify the claim, support, and warrants for each.

**EXAMPLE** The college should establish an honor code. Last semester over fifty students were caught cheating on exams.

**Claim:** The college should establish an honor code.

**Support:** Last semester, over fifty students were caught cheating on exams.

**Warrants:** Enough students cheat on exams that the college should address the problem.

Cheating should be prevented.

Students would not have cheated if there had been an honor code.

1. The college should raise student tuition and fees. The football stadium is in such poor repair that the coach is having trouble recruiting players.
2. Vote against raising our taxes. In the past two years, we have already had a 2 percent tax increase.
3. The college should require all students to own laptop computers. Most students will have to use computers in their jobs after graduation.

## 6g What part does audience play in my argument?

The **PURPOSE** of written argument is to convince your readers—your **AUDIENCE**—either to agree with you or to be open to your position. In writing an argument, you want to consider the degree of agreement you can expect from your readers. Will the audience be hostile or open-minded to your position? Will it resist or adopt your point of view?

The more emotionally charged a topic, the greater the chance that any position argued will elicit either strong agreement or strong disagreement. For example, abortion, school prayer, and gun control are emotionally loaded topics because they touch on matters of personal belief, including individual rights and religion. Topics such as the best responses to air pollution or bans on loud radios in recreation areas are usually less emotionally loaded. Even less emotionally loaded, yet still open to debate, would be whether computer X is better than computer Y. The degree to which you can expect your readers to be friendly or firmly opposed will influence your choice of strategies.

**Rogerial argument**, an approach that seeks common ground between points of view, might be an effective context for reaching readers when you're quite certain they'll disagree with you. According to psychologist Carl Rogers, communication is eased when people find common ground in their points of view. Box 6-3 explains the structure of a Rogerial argument.

## BOX 6-3 SUMMARY



## The structure of a Rogerian argument

- **Introduction:** Sets the stage for the position that is argued in the essay. It gains the reader's interest and respect (4b).
- **Thesis statement:** States the topic and position you want to argue (2m and 6c).
- **Common ground:** Explains the issue, acknowledging that your readers likely don't agree with you. Speculates and respectfully gives attention to the points of agreement you and your readers likely share concerning the underlying problem or issue about your topic. As appropriate, you might include definitions of key terms, historical or social context, prior scholarship, and other related material. This may take one paragraph or several, depending on the complexity of the issue.
- **Discussion of your position:** Gives evidence and reasons for your stand on the topic, elaborated similarly to the parallel material in classical argument (Box 6-1).
- **Concluding paragraph:** Summarizes why your position is preferable to your opponent's (4k).

## 6h

## How do I appeal to my audience by reasoning effectively in an argument?

A sound argument relies on three types of appeals to reason: logical, emotional, and ethical. Box 6-4 summarizes how to use the three appeals.

## BOX 6-4 SUMMARY



## Guidelines for reasoning effectively in written argument

- **Be logical:** Use sound reasoning.
- **Enlist the emotions of the reader:** Appeal to the values and beliefs of the reader by arousing the reader's "better self."
- **Establish credibility:** Show that you as the writer can be relied on as a knowledgeable person with good sense.

The **logical appeal**, called *logos* by the ancient Greeks, is the most widely used appeal in arguments. The logic relies on evidence provided for claims and on sound reasoning. When Lacie Juris argues that owning pets is dangerous, for example, she provides facts about deaths, injuries, and property damage. Logical writers analyze CAUSE AND EFFECT correctly. Also, they use appropriate patterns of INDUCTIVE REASONING and DEDUCTIVE REASONING, and they distinguish clearly between fact and opinion. Finally, sound reasoning means avoiding LOGICAL FALLACIES.

**Emotional appeals**, called *pathos* by the ancient Greeks, can be effective when used in conjunction with logical appeals. The word *emotional* has a specific meaning in this context: “arousing and enlisting the emotions of the reader.” Used honestly and with restraint, emotional appeals arouse the audience’s “better self” by eliciting sympathy, civic pride, or similar feelings based on values and beliefs. Effective emotional appeals use description and examples to stir emotions; they do not rely on sentimentality or biased, SLANTED LANGUAGE designed to exploit human feelings and thereby manipulate them.

In her essay, Juris uses an emotional appeal well in her sixth paragraph. By referring to baby wild animals whose “capture robs [them] of the chance to learn skills necessary for survival,” Juris invokes the image of young and helpless creatures.

**Ethical appeals**, called *ethos* by the ancient Greeks, establish the credibility of the writer. Audiences don’t trust a writer who states opinions as fact, distorts evidence, or makes claims that can’t be supported. They do trust a writer who comes across as honest, knowledgeable, and fair. Ethical appeals can’t take the place of logical appeals, but the two work well together.

## 6i What is a reasonable tone in an argument?

A reasonable TONE tells your audience that you’re being fair-minded. When you anticipate opposing positions and refute them with balanced language and emphasis, you demonstrate that you respect the other side. No matter how strongly you disagree with opposing arguments, never insult the other side.

**EXERCISE 6-3** Here is the text of a notorious e-mail fraud that has been sent to many people. Hundreds of variations of this e-mail exist, but usually the writer claims to have a large amount of money that he or she wants to transfer to an American bank. The writer wants the recipient’s help in making the transfer. This is a complete lie. The writer has no money and is trying to trick people into revealing their bank account numbers and then steal their money.

Either alone or in a small group, examine the ways this writer tries to establish emotional and ethical appeals. *Note:* we have reproduced the e-mail with the often incorrect original wording, grammar, and punctuation.

Good day,

It is my humble pleasure to write this letter irrespective of the fact that you do not know me. However, I came to know of you in my private search for a reliable and trustworthy person that can handle a confidential transaction of this nature in respect of this, I got your contact through an uprooted search on the internet. Though I know that a transaction of this magnitude will make any one apprehensive and worried, but I am assuring you that all will be well at the end of the day.

I am Ruth Malcasa, daughter of late Mr James Malcasa of Somalia, who was killed by the Somalian rebel forces on the 24th of December, 1999 in my country Somalia. When he was still alive, he deposited one trunk box containing the sum of USD\$10 million dollars in cash (Ten Million dollars). with a private security and safe deposit company here in Lagos Nigeria. This money was made from the sell of Gold and Diamond by my mother and she has already decided to use this money for future investment of the family.

My father instructed me that in the case of his death, that I should look for a trusted foreigner who can assist me to move out this money from Nigeria immediately for investment. Based on this, I solicit for your assistance to transfer this fund into your Account, but I will demand for the following requirement: (1) Could you provide for me a safe Bank Account where this fund will be transferred to in your country after retrieving the box containing the money from the custody of the security company. (2) Could you be able to introduce me to a profitable business venture that would not require much technical expertise in your country where part of this fund will be invested?

I am a Christian and I want you to handle this transaction based on the trust I have established on you. For your assistance in this transaction, I have decided to compensate you with 10 percent of the total amount at the end of this business. The security of this business is very important to me and as such, I would like you to keep this business very confidential. I shall expect an early response from you. Thank you and God bless. Yours sincerely, Ruth Malcasa.

**6j**

## How do I handle opposing arguments?

Dealing with opposing positions is crucial to writing an effective argument. If you don't acknowledge arguments that your opponents might raise and explain why they are faulty or inferior, you create doubts that you have thoroughly explored the issue. You risk looking narrow-minded.

While you do research for your own arguments, you need to look for essays, articles, and opinions that oppose your position, not only ones that agree with yours.

If your research doesn't generate opposing arguments, you need to develop them yourself. Imagine that you're debating someone who disagrees with you; what positions would they take and why?

Once you have generated opposing arguments, you need to refute them, which means to show why they are weak or undesirable. Imagine that you're writing about national security and individual rights. You believe that the government should not be allowed to monitor a private citizen's e-mail without a court order, and you have developed a number of reasons for your position. To strengthen your paper, you also generate some opposing arguments, including "People will be safer from terrorism if police can monitor e-mail," "Only people who have something to hide have anything to fear," and "It is unpatriotic to oppose the government's plans." How might you refute these claims? Following are some suggestions.

- **Examine the evidence for each opposing argument.** Look especially for missing or contradictory facts (5g). In the given example, you might question the evidence that people would be safer from terrorism if police could monitor e-mail.
- **Use the Toulmin model to analyze the opposing argument** (6f). What are the claims, support, and warrants? Often it's possible to show that the warrants are questionable or weak. For example, a warrant in the preceding counterarguments is that the promise of increased safety is worth the price of privacy or individual rights. You might show why this warrant is undesirable.
- **Demonstrate that an opposing argument depends on emotion rather than reasoning.** The assertion that it is unpatriotic to oppose the government is primarily an emotional one.
- **Redefine key terms.** The term "patriotism" can be defined in various ways. You might point out, for example, that at the time of the American Revolution, "patriots" were the people who were opposing the British government then in power.
- **Explain the negative consequences of the opposing position.** Imagine that the opposing position actually won out, and explain how the results would be damaging. For example, if everyone knew that government officials might monitor their computer use, consider how this might affect free speech. Would people hesitate to order a book about Islam?
- **Concede an opposing point, but explain that doing so doesn't destroy your own argument.** For example, you might decide to concede that governmental monitoring of e-mails could reduce terrorism. However, you

might argue that the increase in safety is not worth the threat to privacy and personal freedom.

- **Explain that the costs of the other position are not worth the benefits.**

**EXERCISE 6-4** Individually or with a peer-response group, practice developing objections to specific arguments and responses to those objections. To do this, choose a debatable topic and brainstorm a list of points on that topic, some on one side of the topic, some on another. Following are some arguments to get you started. If you're part of a group, work together to assign the different positions for each topic to different sets of students. Then, conduct a brief debate on which side has more merit, with each side taking turns. At the end, your group can vote for the side that is more convincing.

1. It should be legal/illegal to ride motorcycles without a helmet.
2. Women should/should not expect pay equal to men's for the same work.
3. Students should/should not be required to take certain courses in order to graduate.

## 6k How did one student draft and revise her argument essay?

Lacie Juris chose the topic of the essay shown in section 6l because of her career interest in being a zookeeper. Her preliminary reading on the Internet about keeping wild animals as pets led her to develop a thesis statement (see 6d). In a discovery draft, Juris focused on why it was unfair to wild animals to be kept as pets, but she realized that she would need to be more precise. That led to her argument that being kept as a pet could be harmful to the animal. In a second draft, she realized that harm to animals might not by itself be convincing to members of her audience. She then developed a second main point, that pet wild animals could be dangerous to people. Knowing that this claim required evidence, Juris did further research in databases and on the Internet to find the support she needed.

In a third draft, Juris considered some opposing arguments to her position. She also looked at her use of pathos and ethos. At one point she realized that she was relying on excessively emotional language, which she knew could turn off some readers, so she revised several sentences. Also, she consulted the revision checklist (Box 3-5). Finally, she referred to the checklist for revising written arguments in Box 6-5 on the next page.

**EXERCISE 6-5** Working individually or with a peer-response group, choose a topic from this list. Then plan an essay that argues a debatable position on the topic. Apply all the principles you've learned in this chapter.

1. Animal experimentation
2. Luxury taxes for sports utility vehicles
3. Cloning of human beings
4. Celebrity endorsements
5. Value of space exploration
6. Laws requiring seat belt use

## BOX 6-5 CHECKLIST



## Revising written arguments

- Is the thesis statement about a debatable topic? (6b and 6c)
- Do the reasons or evidence support the thesis statement? Are the generalizations supported by specific details? (6e)
- Does the argument deal with reader needs and concerns? (6g)
- Does the argument appeal chiefly to reason? Is it supported by an ethical appeal? If it uses an emotional appeal, is the appeal restrained? (6h)
- Is the tone reasonable? (6i)
- Is the opposing position stated and refuted? (6j)

## 6l Final draft of a student's argument essay in MLA style

## HEADING

Juris 1

Lacie Juris

Professor Calhoon-Dillahunt

English 101

16 June 2003

## TITLE

Lions, Tigers, and Bears, Oh My!

**INTRODUCTION:**  
Captures reader's  
attention

Fuzzy, orange, and white tiger cubs playfully fight over a chew toy while baby chimps hang precariously in front of the nursery window, looking almost human with their big ears and adorable expressions. They look so cute at the zoo. Wouldn't it be exciting to have one for your very own, to play with in your living room and show off to your neighbors? It would be a childhood fantasy come true—and for many people living in the United States, it is. Tigers, for example, cost the same as purebred puppies. Animal-rights advocates estimate that as many tigers are kept as pets in the United States as exist in the wild worldwide



(Proportions shown in this paper are adjusted to fit space limitations of this book. Follow actual dimensions discussed in this book and your instructor's directions.)

Juris 2

**THESIS  
STATEMENT**

(Boehm). Unfortunately, these exotic dreams come true can turn deadly at any moment. Because regulation of wild animal ownership varies from county to county in the United States, laws are difficult to enforce ("Wild Animals Are Not"). To eliminate dangerous situations for both people and animals alike, policymakers need to ban private ownership of wild animals as pets.

**BODY:  
Logical  
appeal—first  
main point**

Wild animals are dangerous to humans, both owners and nearby residents. Wild animals have inborn behavior patterns and instincts, such as stalking prey, attacking when threatened, and defending themselves. Such patterns remain no matter where or how the animals grow up, no matter how well the owners train them for domesticated living. This is what makes the animals truly wild. Humans cannot influence, change, or even predict the wild behaviors of animals. An attack can occur at any time when their wild instincts take over without warning ("Wild Animals Are Not"). In fact, in the past three years, authorities blame pet tigers for at least seven deaths and thirty-one injuries (Davenport). In addition, wild pets can cause tremendous property damage, as illustrated by the case of Stoli, a tiger who caused \$20,000 worth of damage to his owner's Mercedes in less than five minutes ("Stoli and Lil").

**Anecdote  
to support  
thesis and  
boister logical  
appeal**

Many animal owners teach their young exotic pets little games and tricks. Owners don't realize, however, that when the wild animals have grown to three or four times the strength of most people, the "pets" still expect to take part in the same games and tricks. Take, for example, the story of a pet African Serval named Kenya. Servals are known as "leaping cats," with the capacity to jump twelve feet straight up and run forty-five miles an hour. Kenya belonged to a woman who purchased him at a pet store. Because Kenya was small, he seemed like the perfect "exotic pet." However, no one told the woman about Servals' amazing jumping abilities—or about their becoming



Juris 3

extremely territorial as adults. At home, the woman taught the baby Kenya to leap onto her shoulder, without realizing that she was actually teaching him to leap onto people in general. In addition, as he grew, he became so territorial that he attacked anyone who would come to her house (“Kenya”).

**Additional  
logical appeal**

Another little-realized fact is that wild animals greatly endanger owners and people in the surrounding areas by transmitting diseases. When people purchase exotic animals, no one tells them if the animals are carrying diseases. Wild animals can host internal parasites, such as ascarid worms, tapeworms, flukes, and protozoa, all of which can be debilitating or even fatal to their human caretakers—especially their small children. The animals can also carry the external parasites that cause spotted fever and bubonic plague (“Questions” 3). In addition, no known vaccination can protect wild animals from rabies (“Rabies”).

**Transition  
to second main  
point**

While the risk to humans of exotic pet ownership is very high, domestication is hazardous to the animals themselves. After all, wild animals need specific and natural environments to survive. Such settings do not include humans, houses, or backyard kennels. Owners of wild animals usually lack the knowledge and funds to re-create the animal’s environment or to provide proper nutrition, let alone care for the animals if they were to become sick or injured (Boehm). Very few, if any, professional veterinarians are trained or willing to work on wild animals.

**Emotional  
appeal**

Usually, infant wild animals are stolen from their parents at only a few weeks, or even days, of life. Their capture robs the babies of the chance to learn skills necessary for survival if they are ever abandoned or re-released into the wild. These animals often develop stress and behavior disorders because they have



Juris 4

never experienced social interaction with their own species ("Wild Animals Are Not"). Eventually, many owners become frightened or confused by sudden behavior problems with their "little babies," and they decide to leave the animals in remote places to fend for themselves. Sadly, these animals never learned how to survive on their own. As a result, they starve to death, or they seek out human habitation for food, which frequently ends in their death at the hands of frightened people ("Wild Animals Do Not").

**Summary  
of opposing  
arguments**

Some people may argue for the benefits of personal ownership of wild animals. It allows ordinary people to enjoy exotic pets in their own homes. These people insist that they can safely restrict their wild animals' movements to their own property. Further, defenders of the private possession of wild animals argue that owners can help preserve endangered species. Increasingly, however, exotic pet owners' fantasies turn into nightmares as the wild animals become adults increasingly controlled by their basic instincts and inbred behaviors. Owners often expect local animal control agencies or animal sanctuaries to deal with their problems, even though such facilities are already over capacity or are staffed by people unequipped to deal with undomesticated animals (Milloy).

**CONCLUSION**

Keeping wild animals as pets must be outlawed. Though exotic creatures may look like Simba or Tigger, they are still completely wild, and it is in the wild that they belong. As pointed out in "Wild Animals Are Not Pets," "The only ones who benefit from the practice of sales of exotic animals as pets are the breeders and sellers. These people make an enormous amount of money by exploiting these animals once they are sold." Poachers also profit when they capture baby wild animals from their native habitats and sell them as pets to the highest bidder. The



Juris 5

best way for humans to see and experience wild animals in safe environments is to visit and support zoos and wildlife parks that specialize in providing professionally constructed natural habitats for animals. In such settings, people can enjoy wild animals without putting humans and the animals at risk.

Juris 6

## Works Cited

- Boehm, Ted. "A New Local Worry: Exotic Cats—Lion and Tiger Prices Fall, and Once Rare Pets Become a Costly Menace." Wall Street Journal 30 June 2000: B1.
- Davenport, Christian. "Fighting the Lure of the Wild: Danger of Exotic Animals as Pets Spurs Quest for Regulation." Washington Post 11 Mar. 2002: B1.
- "Kenya." 1999. Cat Tales Zoological Park. 19 May 2003 <<http://cattales.org/kenya.html>>.
- Milloy, Ross E. "Banning Lions and Other Large Pets." New York Times 10 Dec. 2001: A19.
- "Questions and Answers about Captive Exotic and Wild Animals as Pets." 2002. 3 pp. Humane Society of the United States. 11 June 2003 <<http://www.hsus.org/ace/12055>>.
- "Rabies and Animal Bites." York County Virginia. 6 June 2003 <<http://www.yorkcounty.gov/fls/ac/rabies.htm>>.
- "Stoli and Lil." 1999. Cat Tales Zoological Park. 19 May 2003 <<http://cattales.org/stolilil.html>>.
- "Wild Animals Are Not Pets." 2001. The Wild Animal Orphanage. 19 May 2003 <<http://www.wildanimalorphanage.org/wild.html>>.
- "Wild Animals Do Not Make Good Pets." 1999. Cat Tales Zoological Park. 19 May 2003 <<http://cattales.org/notapet.html>>.